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ABSTRACT

Intended for use by administrators, program coordinators, reading specialists and consultants, and teachers, this booklet outlines the critical steps in preparing inservice programs in reading instruction. The first section of the booklet presents six guidelines for planning, conducting, and evaluating reading staff development activities: (1) obtain commitment from the school or district, (2) identify an individual to be responsible for organization and planning, (3) conduct needs assessment, (4) plan specific activities, (5) implement activities, and (6) evaluate activities. The three following sections provide specific, practical guidance to the staff developer in each of these areas. The remaining two sections examine participants' responsibilities and describe a sample staff development program, with forms to illustrate the needs assessment and evaluation procedures. Appendixes contain a selected bibliography and a checklist for successful staff development that follows the six guidelines. (FL)

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Reading Aids Series

GUIDELINES FOR SUCCESSFUL READING STAFF DEVELOPMENT

James L. Shanker

California State University at Hayward

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Foreword

In the introduction to *Guidelines for Successful Reading Staff Development*, the author states clearly and succinctly the reason why inservice education deserves, at present, a very high priority in almost any school district.

This IRA Service Bulletin will be of greatest value to persons first undertaking the planning and implementation of a staff development program. More experienced persons will find it useful to check their activities against the process described in this publication. The suggested Needs Assessment instrument should be particularly useful.

Guidelines for Successful Reading Staff Development is practical, comprehensive, and timely. It represents a significant addition to the IRA Reading Aids Series.

Olive S. Niles, *President*
International Reading Association
1980-1981

Introduction

Nationwide our public school system is facing a period of declining enrollment, a decreasing percentage of new teachers in classrooms, greater demands placed upon teachers of reading, and tighter financial constraints (Dillon, 1976; Edelfelt, 1974; Hendee, 1976; McLaughlin & Marsh, 1978). If we hope to improve the teaching of reading, we will have to rely (for the most part) on teachers already in the classroom. It is therefore imperative for administrators, specialists, and classroom teachers to encourage the most successful staff development activities possible.

It is often assumed that staff development sessions which are carefully planned and effectively conducted will result in increased teacher satisfaction and a likelihood for improved instruction. Unfortunately, inservice training is frequently perceived by teachers as a waste of time and energy (Criscuolo, 1979; King, Hayes, & Newman, 1977; McLaughlin & Marsh, 1978; Olivero, 1976; Otto & Erickson, 1973; Rubeck, 1978; Smith, Otto, & Hansen, 1978). What can curriculum leaders do to alter this perception?

The Committee on Inservice Education was formed by the California Professors of Reading, a special interest group of the California Reading Association. This committee was charged to examine the reading inservice needs of California schools and to prepare a set of guidelines to be used by curriculum planners.

As chair of the committee, the author prepared a survey which was circulated to committee members, other curriculum leaders, and teachers throughout the state. In addition, current literature was reviewed. The result pointed clearly to the need for a practical document which addresses the critical steps in planning, conducting, and evaluating reading staff development efforts.

Thus, this paper was prepared to assist superintendents, principals, program coordinators, reading specialists, consultants, and classroom teachers in planning and implementing inservice in the area of reading instruction. The guidelines provided could, of course, be applicable to other curricular areas.

The paper is organized so that the information can be easily utilized by the staff development planner. The first section presents six critical guidelines for planning, conducting, and evaluating reading staff development activities. The following sections provide specific, practical guidance to the staff development planner in each of these areas. In addition, a brief section examines participants' responsibilities. Next, a sample staff development program is described, with forms to illustrate the needs assessment and evaluation procedures. A selected bibliography and a checklist which follows the six guidelines are included at the end of this paper. For purposes of this paper, the term *inservice*, *inservice education*, *staff development*, and *professional renewal* are used synonymously.

The following members of the Committee on Inservice Education deserve special thanks for their suggestions on inservice needs and their constructive comments on earlier drafts of this paper: Julie Chan, California State University at Long Beach; Sister Mary Evelyn Flynn, Mount St. Mary's College; Margaret Glaser, California Polytechnic State University at San Luis Obispo; Norma Inabinette, California State University at Fullerton; Grace Lee, California State University at Northridge; Helen Newcastle, California State University at Long Beach; Fannie Preston, San Francisco State University; and Barbara Schmidt, California State University at Sacramento. The writer also wishes to thank Cheryl Milner of the Hayward, California, Unified School District, for her assistance with many of the staff development activities on which the sample was based.

JLS

Guidelines for Successful Reading Staff Development

Six critical guidelines for successful reading staff development are listed below. Similar guidelines have been identified by others (Draba, 1975; Otto & Erickson, 1973; Smith et al., 1978).

The first two guidelines are often unspecified, presumably based on the assumption that they will occur automatically. This is often not the case and failure to follow the first two guidelines may cause the entire staff development effort to go awry (Hendee, 1976; McHugh, 1972).

The six guidelines are listed chronologically under the common headings of planning, conducting, and evaluating reading staff development activities.

Planning Staff Development

Guideline 1	Obtain commitment from school or district
Guideline 2	Identify an individual to be responsible for organization and planning
Guideline 3	Conduct needs assessement
Guideline 4	Plan specific activities

Conducting Staff Development

Guideline 5 Implement activities

Evaluating Staff Development

Guideline 6 Evaluate activities

Planning for Successful Staff Development

Obtain Commitment from School or District

Perhaps the most important factor in promoting successful reading inservice is adequate planning (King et al., 1977; Nagle, 1972). Such planning must originate at the district level. Ideally, each district should have a comprehensive districtwide staff development policy. The policy should have the public support of the Board of Education and the district superintendent, with appropriate resources allocated to staff development. As McHugh (1972) has suggested:

> The foundation of a good inservice program does not necessarily begin with an enthusiastic building administrator. Despite his good intentions, the impetus for initiating such a program can only be implemented by a strong, genuinely committed superintendent. Before implementation, the superintendent must express total commitment and lend high-level support and encouragement for such an endeavor (p. 163).

King, Hayes, and Newman (1977) have pointed out that where a district policy exists

> there is a much better chance of refining inservice efforts year by year than where inservice is perfunctorily executed by overburdened administrators or approached incidentally by ad hoc committees (p. 688).

Identify an Individual to be Responsible for Organization and Planning

Once the initial commitment has been made, it is essential to identify an individual to coordinate the planning of future staff development activities. This person need not provide leadership for all staff development activities, but must assume responsibility for carrying out all aspects of organization and planning. Smith, Otto, and Hansen (1978) believe that

> the major flaw of many inservice programs that have failed was their lack of focus: no clearly identified goal, no explicit audience, no acceptance of responsibility by key personnel, no provision for action outcomes (p. 243).

The staff development planner can avoid these problems through careful planning.

Needs Assessment

To determine inservice goals and objectives, "needs assessment" should be a regular ongoing process. It should use variety of means, not merely a once-a-year paper-and-pencil checklist. All teachers and administrators affected should participate in this process. When teachers are consistently and integrally involved in planning staff development sessions, the resultant inservice activities are usually perceived as more successful (Criscuolo, 1979; Dillion, 1976; Hendee, 1976; King et al., 1977; McLaughlin & Marsh, 1978; Smith et al., 1978; Sucher, 1978).

School teams, consisting of the principal and interested staff members, frequently provide an effective vehicle for planning staff development activities (Logan & Erickson, 1979). These teams—often called planning teams, steering committees, or instructional councils—work with the staff development planner in conducting and interpreting the needs assessment.

The needs assessment process must be comprehensive since "the real needs are often hidden behind a facade of apparent but trivial concerns" (Smith et al., 1978).

Included among the possible needs assessment techniques are the following:

1. suggestion box
2. survey
3. follow-up survey

4. reports on visitations to other schools
5. conferences with the school team
6. results of classroom observations by supervisors or other skilled observers
7. an examination of student achievement test data

Certainly, the most widespread approach is the needs assessment survey. Numerous suggestions for construction and samples have been offered (Allen & Chester, 1978; Burg et al., 1978; Smith et al., 1978). The survey should include a section on background information of the respondents, such as position, grade level, years of experience, educational background, and previous inservice experiences. Second, the survey provides a choice of subjects or topics for staff development, with space provided for additional selections. Respondents must not only indicate which topics are of interest to them, but also rate the topics with respect to importance and need. Finally, the survey should include a section on the respondents' preferences for types of staff development activities and times they might take place. A needs assessment survey which follows these suggestions is presented in the chapter on A Sample Reading Staff Development Program.

Once the needs assessment survey is completed, the results may be tabulated and considered along with other needs assessment information. The planning team may organize information by listing and categorizing to identify similar topics or needs, then seek to balance the needs perceived by the teachers and those perceived by the administrators.

A written report is then prepared by the staff development planner on behalf of the planning team and circulated to all affected staff members. This report should summarize the needs assessment data and describe the preliminary staff development plans. In this way, the planning team may acknowledge that although all responses were considered, because of the necessity of assigning priorities, individual needs may not be met immediately.

Matching Goals and Activities

Once obtainable goals are established, the planning team may begin by preparing specific inservice activities. Educators

should plan to achieve continuity, so there is a correspondence between staff development objectives, inservice sessions, and classroom implementations. A series of activities developed around a single or limited number of objectives is more likely to be successful than a number of sessions devoted to unrelated topics (King et al., 1977; Smith et al., 1978).

Practices to Avoid

Regrettably, some teachers have had such negative experiences with inservice activities in the past that they are unable to bring a positive attitude to future sessions which are potentially worthwhile. Sporadic or haphazard meetings which are inadequately planned often do more harm than good, for they do not provide continuity in training and may result in ill will among teachers.

"One shot" sessions from outside consultants are usually of limited value, since they also preclude continuity (Criscuolo, 1979; McHugh, 1972; McLaughlin & Marsh, 1978). Although teachers appreciate an occasional inspirational speaker, most outside consultants prefer to participate in inservice training which provides an opportunity for follow-up activities. A one-hour time frame is not sufficient for most staff development activities, particularly if it is an after-school hour.

Avoid inservice sessions unrelated to program objectives, situations where consultants are used as "window dressing," and inservice meetings planned primarily for the purpose of expending allocated funds.

Providing Leadership for Inservice Sessions

Individuals who possess unique skills and can make worthwhile contributions to inservice sessions may exist at all levels within the school district. These persons should be identified and encouraged to participate. It must not be presumed that only outside "experts" have sufficient credibility for inservice training (Hendee, 1976; McHugh, 1972).

If outside consultants are engaged, they can be most effective if they work cooperatively with local leaders in reading and have an opportunity to become familiar with the schools

being served. Meetings with administrators and teachers to discuss individual concerns as well as visits to classrooms prior to staff development sessions usually contribute to the overall success of an inservice program.

Similarly, if the consultant has an opportunity to return to the school site to work directly with teachers in conjunction with local administrators, prospects are enhanced for meaningful staff renewal.

Participation of the Principal

The importance of active participation by the school principal cannot be overemphasized (Criscuolo, 1979; McHugh, 1972). Too often, the role of curricular leadership is relegated to an assistant principal, reading specialist, project coordinator, or classroom teacher. Teachers are understandably critical of and disillusioned by principals who make little attempt to attend inservice sessions, or who move in and out with little evidence of genuine participation. Such behavior does little to enhance the importance of staff development sessions or to bolster staff morale.

On the other hand, many principals recognize that inservice activities provide excellent opportunities to improve instruction. They actively participate in sessions with teachers, while seeking ways to provide follow-up supervision in the classrooms.

Participation of Paraprofessionals

Whether paraprofessionals should be asked to participate in reading inservice meetings will depend upon the content of the training session. Generally, the inclusion of paraprofessionals is deemed sufficiently worthwhile for them to be paid for time spent in inservice sessions. Often, their participation is accommodated by altering existing work schedules.

Voluntary or Required Participation

There are two points of view on the issue of voluntary versus required attendance on the part of teachers. Those who

favor voluntary participation point to the more positive attitude of the participants and the improved climate of the sessions (Deffenbaugh, 1979; Draba, 1975). On the other hand, it is argued that if inservice training is sufficiently important, it should be required of all teachers. Frequently, the teachers who are most in need of professional renewal are those who choose not to participate.

The position a school or district selects must be consistent with the specific goals for each inservice session. It may be appropriate for some sessions to be voluntary and others to be mandatory. In the latter case, administrative leadership is especially crucial. Reluctant teachers combined with unconcerned administrators will likely lead to dismal staff development.

Providing Incentives

Incentives should be provided for teachers who participate in staff development activities (Deffenbaugh, 1979; Draba, 1975; King et al., 1977; Sucher, 1978). Frequently, these take the form of released time, professional growth or college credits, or stipends for participation during nonduty times. It is not realistic to expect teachers to attend or profit from sessions repeatedly held after school hours without additional incentives or compensation.

Communication

A written notification should be distributed well in advance of inservice meetings. Participants should know why they are attending and what materials they must bring.

Presenters should also receive written communication to confirm dates, location, topic, and honorarium (if any), as well as specific travel directions. Inservice planners are urged to inquire about essential audiovisual equipment and preparation of handouts well in advance of the scheduled session. It is also appropriate and helpful to request that the speaker provide a vita or "introductory information."

Location and Facilities

Arrangements should be made in advance for an appropriate time, location, and facility for the meeting. Sessions

should be conducted in a quiet, well-lighted, and comfortable room. Furniture should be of appropriate size and quantity, and adaptable to the activities of the session. The room should be large enough for the group and not subject to interruptions, such as phones ringing, ditto machines operating, and unrelated traffic. Frequently, very large rooms have acoustical problems. A large auditorium used for a faculty of ten can be as uncomfortable as a room which is too small.

Conducting Successful Reading Staff Development

Convening the Session

Sessions should begin and end on time. Breaks should be agreed on at the beginning, and lengthy announcements should be avoided. Sessions must be properly convened by the local administrator or inservice planner.

A short, positive introduction of the speaker is very important, whether the person is a local staff member or outside consultant. This introduction sets the tone for the whole session. Comments such as "Pay attention because we're paying this guy a lot of money!" do not enhance the receptivity of the audience.

Whether a local person, or an outsider, the presenter should *never* be asked to convene the session.

Proscribed Behaviors

There is a direct relationship between the success of an inservice session and the degree of professionalism exhibited through the conduct of the participants. It is the responsibility of the administrator or inservice planner to insist that participants behave in a courteous manner.

Participants should be prohibited from smoking (unless suitable arrangements are made so that no one is bothered), or distracting the speaker or the group in any way (such as correcting papers, doing needlepoint, reading the newspaper, or walking around the room).

Refreshments

Some type of refreshments may be provided. This can be handled in a nondistracting way, and will certainly be appreciated.

Content of the Session

Specific content and format may not be dictated to a presenter. Rather, the inservice planner must ascertain whether the presenter feels qualified to make a presentation on a specific topic. Presenters should be free to approach the selected topic according to individual style and talents. Some presenters are more effective with a lecture format, for instance, while others may prefer another approach.

Generally, the most profitable sessions are those which focus on practical applications of topics which are of direct concern to teachers. Sessions which provide teachers with solutions to daily problems or the tools to improve classroom reading instruction are well received. Participants appreciate speakers who provide useful handouts to accompany their presentation.

Depending on the time available, it is worthwhile to include activities in which participants may interact with the presenter.

A series of sessions on a common topic will usually be most successful if presentations include a variety of activities such as lectures, discussions, observations, videotape recordings, microteaching, simulations, laboratory experiences, and individual consultations. Selections may be made from a wide range of activities. Other possibilities include: Institutes, seminars, visitations, formal classes, floating workshop days, staff rotation or transfers, short term sabbaticals, external evaluations, action research, and case studies (Draba, 1975; Staff Development: Selected Comments, 1976; Sucher, 1978).

Concluding the Session

The convener of the session should also assume the responsibility for closing the session. A few words of thanks to the presenter with some suggestions for follow up, help to conclude the inservice on a positive note.

Evaluating Reading Staff Development Sessions

Immediate Evaluation

Each inservice session should be evaluated immediately after it occurs. Usually a brief written evaluation conducted by the curriculum leader at the close of the session is sufficient.

If an outside person is being evaluated, the evaluation need not be conducted surreptitiously. Indeed, the presenter should be informed of the evaluation process prior to the session and be invited to examine the results at a later time.

Participants' reactions to staff development sessions should always be carefully reviewed by session planners. Often curriculum leaders will ask participants to evaluate a particular session some time after it has occurred. Perceptions about the value of an activity or session often change over a period of time.

Follow Up

Critical questions that should have been addressed in the planning stages are "What will be done to follow up this session? What responsibilities will participants and administrators assume to ensure that the content of the inservice will be *applied in classrooms* in ways that benefit students?"

Classroom visitations to observe implementation of the valuable ideas presented in an inservice session have been found to be effective by administrators.

> Undoubtedly, the best proof of the effectiveness of any inservice training in reading...is that which documents positive changes in teachers' classroom behaviors. If all other measures are very positive but there is no change in day-to-day classroom behaviors, the success of the inservice program is doubtful (Deffenbaugh, 1979, p. 7).

Future Planning

Planning for next steps should be an integral part of the activity time set aside for inservice education. If a particular activity was viewed by participants as unusually worthwhile, steps may be taken to provide further extension of the session in the future.

Participants' Responsibilities

The best efforts of staff development planners may not prove successful if participants are unwilling to bring positive and professional attitudes to inservice activities. Otto and Erickson (1973) have provided lists of participants' rights and responsibilities. The rights are:

1. Teachers must have adequate chance to voice their feelings about changes and innovations.
2. Teachers have a right to expect inservice leaders to plan carefully considering factors of time, energy, reward, and social needs.
3. Teachers have a right to expect administrative or supervisory behavior to change in proportion to the change expected from teachers, provided that changes in both roles are warranted.

On the other hand, teachers have many responsibilities in an inservice program. Teachers should:

1. Communicate to the program leaders their real concerns about reading including specific proposals as to what the inservice program should accomplish and the kinds of activities that are needed.
2. Participate actively in planning inservice programs when opportunities for active involvement are offered.

3. Prepare in advance for meetings when such preparation is necessary to ensure full benefit from the program.
4. Approach inservice programs expecting to gain new ideas that may help in teaching reading more effectively.
5. Cooperate with other teachers and program leaders in trying out new ideas before accepting or rejecting possible new practices.
6. Evaluate both existing practices and new ideas in a continuing attempt to improve reading instruction (p. 19).

Staff development planners may find it helpful to reproduce the lists for discussion by faculty members at an initial meeting. Two additional "rules" might be considered by the group:

1. Address concerns *only* to individuals who are in a position to respond to them.
2. Try to put both compliments and complaints *in writing*.

A Sample Reading Staff Development Program

The staff development program described below is one in which the writer participated in a Northern California school district. It is intended to serve as a sample (rather than a model) staff development effort which follows the guidelines presented in this paper. Included are a description of the program and samples of a needs assessment survey, an inservice meeting agenda and follow-up form, and evaluation forms.

Background

Realistic School is a federally funded elementary school serving approximately 500 K-6 students in an urban setting. In addition to the classroom teachers, the faculty consists of the principal, a reading specialist, a project coordinator, and other specialists who work at the school part time.

The district superintendent and school board have established an affirmative staff development policy and have provided direct support to Realistic School in the following ways:

1. The district will support requests from the principal and staff for released time.
2. Substitutes will be provided to allow Realistic teachers to visit other schools.
3. The district, at the school's request, will hire an outside consultant for up to ten days' service.

Preliminary Planning

The Realistic School reading specialist was identified as the staff development planner. A planning team was formed, composed of the reading specialist, the principal, the project coordinator, and two classroom teachers.

The planning team discussed needs assessment techniques and decided to administer a survey, conduct interviews with interested teachers, examine previous reading test scores, and consider the principal's observations.

The reading specialist prepared a draft of the needs assessment survey which was examined by the planning team, amended, then administered to all staff members. The results of the needs assessment survey were tabulated and reviewed by the planning team along with the other needs assessment information.

The planning team set priorities, established goals, objectives and tentative activities. Team members discussed the report which the reading specialist would prepare. After the report was drafted, it was reviewed by the planning team, modified, and prepared for distribution to all faculty members. The report recounted the work of the planning team, described how decisions were reached and set forth the following:

Goal To improve classroom teachers' reading management skills.

Objectives

1. Teachers will increase the effectiveness of reading instruction by improving skills in managing students' behavior (discipline).
2. Teachers will increase the effectiveness of reading instruction by improving planning skills such as planning for directed teaching, seatwork, and independent activities.
3. Teachers will increase the amount of directed teaching time by improving time management skills.
4. Teachers will increase the effectiveness of reading instruction through improved room arrangement and the establishment of effective routines.

Workshop Activities

The plans for the staff development activities included:

1. A workshop presented by the school reading specialist and another reading specialist from the district. The workshop focused on reading management techniques and included handouts and visual aids describing techniques for planning classroom reading instruction, testing and placing students, room arrangement, and establishing routines. In addition to the evaluation, a form was presented at the end of the workshop on which participants could indicate their interest in receiving additional, individual assistance.
2. A second workshop presented by the outside reading consultant was designed to reinforce the concepts presented in the first workshop. This session included viewing videotapes of classrooms where good reading management techniques were in operation. Following the workshop, the principal informed faculty members of an opportunity to receive subsequent individual assistance from the reading consultant, school principal, reading specialist, or project coordinator.

In planning and conducting the two workshops, the staff development planner, with support from the planning team, followed the suggestions in this paper. Released time was provided. Accurate and thorough communications were sent well in advance to staff members, as well as to the local and outside presenters. Arrangements were made for an appropriate and comfortable room with proper equipment.

The consultant met with the planning team prior to the convening of the program. The consultant was invited to attend the first workshop or to receive an audiotape of the session in order to plan for the second workshop. All of the consultant's concerns and questions were addressed.

The two workshops were conducted in a highly professional manner. The sessions were convened on time by the principal, and proper introductions were made. The principal and teachers participated enthusiastically, took notes, enjoyed the refreshments, and looked forward to the succeeding activities. The final fifteen minutes of each workshop were spent completing a brief

evaluation form and discussing plans for future staff development activities.

The two workshops served as kick-off activities for the school reading staff development program. The planning team agreed that participation in the workshops would be required activities for all certificated staff members. Other activities would be voluntary. The planning team chose to separate the staff development effort from prescribed teacher evaluation. If in the administrator's opinion a teacher was having a serious problem related to the objectives of the staff development effort, but chose not to volunteer for further assistance, this would be considered a supervision problem to be handled by the principal.

Additional Activities

Many teachers asked to receive individual assistance from the consultant. These teachers met individually with the consultant, then had the consultant visit their classrooms to observe instruction during reading time. The visits usually lasted thirty minutes and were followed by post-observation conferences. (The reading specialist, project coordinator, or principal covered the classes during the conference or, if necessary, a paid substitute was brought in.)

In addition to providing constructive comments to the teachers, the consultant conducted demonstrations in the teachers' classrooms, and utilized videotape equipment to allow the teachers to view their own performance.

Some teachers chose to visit teachers in other schools to directly observe effective management procedures. Steps were taken to insure that teachers would observe settings similar to their own working situations. The staff development planner arranged the visits with care. Both the principal and the reading specialist visited the receiving school ahead of time and accompanied the visiting teachers when the observations were made. Arrangements were made with the principal of the receiving school to allow the visitors to confer with the observed teachers following the observations. This provided an opportunity for the visiting teachers to have important questions answered and to receive encouragement from their colleagues.

The consultant met regularly with the planning team to discuss progress and problems. Such communication facilitated additional assistance to some teachers from the principal, reading specialist, project coordinator, or fellow teachers. Some teachers felt more comfortable receiving assistance from someone other than the consultant. Since the consultant's time at the school site was limited, assistance from other staff members was crucial for some teachers.

Teachers were also encouraged to take appropriate university courses and attend professional conferences. In many cases, partial reimbursement for expenses or released time could be provided. Teachers who took courses or attended conferences usually duplicated and shared their notes with other staff members.

Evaluation

The planning team evaluated the staff development effort at the end of the year. Various aspects of the program were examined. All teachers were asked to complete a brief survey which included a self-evaluation on the four objectives. The planning team discussed these results as well as the impressions of each planning team member and the consultant. In addition, the planning team requested to examine the reading achievement test performance of the students when the data became available. The principal agreed to prepare a report to the faculty on the students' test performance in such a way as to avoid comparisons among individual teachers.

The staff development planner prepared a draft of the team's evaluation report which, after modification by the team, was completed and circulated to all staff members. The planning team then began to plan for the next year's staff development effort.

READING PROGRAM NEEDS ASSESSMENT

Part I Background Information

1. Present position (check one)
   _____ classroom teacher
   _____ administrator
   _____ curriculum specialist
   _____ other (please specify)
   _____
   _____

Part 1 *(cont'd)*

2. Present grade level

   _____

3. Years of teaching experience

   _____

4. Educational background (please indicate degrees, areas, previous courses in reading)

   _____
   _____
   _____
   _____

5. Previous inservice experience (please indicate type, dates, and your reactions, if possible)

   _____
   _____
   _____
   _____

Part 2 Content

Please rate each area below in two ways. In the first column, indicate the *importance* of each topic as follows:

1. Essential to my teaching
2. Important to my teaching
3. Somewhat important to my teaching
4. Not important to my teaching

Then, in the second column, indicate your needs as you perceive them for each of the topics:

1. Need much help in this area
2. Need some help in this area
3. Need no help in this area

(Space is provided for additional topics you may wish to add.)

Topics	Importance Rate 1-4	Need Rate 1-3
A. Specific Instruction		
1. Readiness		
2. Sight Vocabulary		
3. Phonics		
4. Context Clues		
5. Structural Analysis		
6. Comprehension		
7. Study Skills		
8. Meaning Vocabulary		
9. (Others) _____		
10. _____		

Part 2 *(cont'd)*

B. Other Areas	Importance Rate 1-4	
1. Use of the Basal Program		
2. Language Experience		
3. Supplementary Materials		
4. Management/Organization		
5. Daily Preparation		
6. Student Discipline (Behavior)		
7. Student Motivation		
8. Individual Reading Diagnosis		
9. Group Assessment		
10. Reading of Content Materials		
11. (Others) _____		
12. _____		
13. _____		

Part 3 Inservice Approaches

Please rate each of the possible inservice activities as follows:
1. Sounds like a superior idea
2. Sounds like a good idea
3. Sounds like a fair idea
4. Sounds like a poor idea

(Space is provided for additional activities you may wish to suggest.)

Inservice Activites	Rate 1-4
1. Demonstrations	
2. Lectures	
3. Group Discussions	
4. Visitations to other Classes	
5. Videotape Recordings	
6. Workshops	
7. Being Observed and Receiving Feedback from Supervisor	

Part 3 *(cont'd)*

	Rate 1-4
8. Being Observed and Receiving Feedback from Consultant	
9. Attend Conferences or Institutes	
10. University Courses	
11. Districtwide Workshop Day	
12. Computer Assisted Inservice Instruction	
13. (Others) _____	
14. _____	
15. _____	

Part 4 Preferred Times

Please indicate the days of the week and times during the day you prefer for inservice activities.

_____

_____

_____

_____

What days and times would be most inconvenient?

_____

_____

_____

Part 5 Please add any additional comments you may have.

_____

_____

_____

_____

_____

_____

_____

_____

READING MANAGEMENT INSERVICE

Agenda

1. Introductory Comments/Management Guidelines
2. Managing Time
3. Planning Instructional Activities
   Directed Teaching
   Seatwork
   Independent Activity
4. Testing and Placing Students
5. Room Arrangement and Establishing Routines
6. Common Problems/Solutions
7. Questions

READING MANAGEMENT INSERVICE 1

Evaluation

How helpful I found today's inservice

All of it Some of it None of it

The most helpful parts were

_____

The least helpful parts were

_____

I still need information on

_____

Comments:

READING MANAGEMENT INSERVICE 2

Evaluation

1. Compared to other inservice sessions I have attended, I would rate this one as (indicate below)

Excellent Good Fair Poor

Comments:

2. The speaker's presentation was

Comments:

3. The videotapes were

Comments:

4. Additional remarks or suggestions

READING MANAGEMENT INSERVICE

Follow Up

As a follow up to today's inservice we would be happy to work with you individually in any of the areas listed below. Please check the areas you are interested in and return this form to _____.

- Testing and Placement of Students in Reading Groups
- Room Arrangement
- Establishing Routines _____
- Planning Directed Teaching Activities
- Planning Seatwork Activities
- Planning an Independent Activity or Center
- Other _____

_____

(Teacher) (Room)

Comments:

Summary

Effective planning is essential for successful reading inservice. Staff development activities should be based on specified school or district goals and drawn through consultation of teachers and administrators. An individual should be identified to serve as the staff development planner. A thorough needs assessment should be conducted prior to planning specific activities. Focusing on limited, clearly-defined objectives is likely to be more successful than a variety of unrelated activities.

School districts should seek to utilize their local talents first. If outside consultants are engaged, they should work cooperatively with local school people and have an opportunity to become familiar with the teachers and school being served.

Curricular leadership and active participation by local administrators is crucial, whether staff development sessions are voluntary or required. Incentives or compensation should be provided for all staff members who participate.

Staff development meetings should be held at a convenient time and location with proper facilities. Necessary materials should be secured in advance.

Curriculum leaders should seek to conduct sessions in a professional manner. Meetings should be convened properly, introductions provided, and inappropriate behaviors proscribed.

Sessions should focus on the practical concerns of the participants and every effort should be made to provide follow up that will translate inservice activities into improved instructional performance by teachers in the classroom.

Staff development sessions should always be evaluated by the participants, and this feedback should be carefully considered when planning for subsequent inservice.

In addition to suggestions for planning, conducting and evaluating reading staff development activities, participants' responsibilities were listed in this paper. A sample reading staff development program was described with sample forms included.

A selected bibliography and a checklist for successful reading staff development follow.

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CHECKLIST FOR SUCCESSFUL READING
STAFF DEVELOPMENT

Planning Staff Development

Guideline 1 *Obtain commitment from school or district*

_____ Districtwide staff development policy established

_____ Appropriate resources allocated by school or district

Guideline 2 *Identify an individual to be responsible for organization and planning*

_____ Staff development planner identified

Guideline 3 *Conduct needs assessment*

_____ Planning team formed

_____ Needs assessment survey prepared and administered

_____ Additional needs assessment techniques employed

_____ Needs assessment summary prepared and distributed to all faculty

Guideline 4 *Plan specific activities*

_____ Teachers and administrators jointly plan inservice activities

_____ Focus limited to a few, obtainable objectives

_____ Plans made for a variety of activities to achieve objectives

_____ Local talent identified for participation

_____ If outside consultants used, they work cooperatively with local reading leaders

_____ Principal participates fully in all staff development activities

_____ Paraprofessional participation examined

_____ Decision made on voluntary vs. required participation of teachers

_____ Incentives provided (check one or more below)

- _____ Released time
- _____ Professional growth or college credits
- _____ Stipend or similar compensation

_____ Communication with participants

- _____ Sent well in advance
- _____ Tells *why* session is being held
- _____ Describes *where* and *when* session is to be held
- _____ Tells *what* materials to bring

_____ Communication with presenters

- _____ Sent well in advance

Provides information on

- _____ Date(s)
- _____ Location
- _____ Topic
- _____ Honorarium (if any)
- _____ Travel directions

Requests information on

_____ Audiovisual equipment needed
_____ Handouts to be prepared
_____ Accommodations
_____ Introductory statement

_____ Location/facilities arrangements

_____ Quiet, well-lighted, comfortable room
_____ Appropriate size and quantity of furniture
_____ Appropriate room arrangement (including table or podium for presenter)
_____ Chalkboard, audiovisual equipment provided

Conducting Staff Development

Guideline 5 *Implement Activities*

_____ Administrator or planner convenes session
_____ Session begins on time
_____ Lengthy announcements avoided
_____ Speaker receives proper introduction
_____ Participants behave in a professional manner
_____ Refreshments provided
_____ Convener concludes session on a positive note

Evaluating Staff Development

Guideline 6 *Evaluate Activites*

_____ Brief evaluation at end of session
_____ Time provided to plan future activities
_____ Plans made for classroom follow up
_____ Additional evaluation may take place at a future date
_____ Evaluation forms shared with presenter
_____ Evaluation summary circulated to all participants